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(p. 1, l. 5), is missing; *sich verlieben* in (p. 3, l. 4), must be got out of *verlieben*; under *gelten* is an idiom which has no connection with the word; *würdig* (p. 3, l. 23) is not rendered, nor *rückwärts* (p. 2, l. 7), and so on almost without number. The book is very carelessly thrown together.

*Der Talisman.* Dramatisches Märchen in vier Aufzügen, VON LUDWIG FULDA. Edited with Introduction and Notes by C. WILLIAM PRETTYMEN. Boston: D. C. Heath & Co., 1902.

This *Märchen*, by Fulda, is recommended by the Committee of Twelve of the Modern Language Association, and so the editor brings out this school edition. As in the great majority of such books, there are very many useless notes which any student, advanced enough to read the work intelligibly, can make for himself. The introduction gives a very brief account of Fulda's life and works, too brief by far to be of any use. Fulda is one of the most popular of the present-day German dramatists, but of this the author says nothing, nor why it is so. Then the *Märchen* itself, while it is doubtless based on the theme of Hans Andersen's tale, is a bit of the universal literature which is found all over the earth. Of that the editor says nothing, though he could have found numerous articles on the subject, nor does he say anything of the satirical tendency of the piece, and yet German audiences know that it is full of allusions to the present emperor, his words and ways. The editor did not do well to omit this. Moreover, the sub-title, *Dramatisches Märchen*, suggests a note on the *Mährchen*-drama in modern German literature, such as Grillparzer's, Hauptmann's, and Sudermann's.

*Schiller's Lied von der Glocke.* Edited by W. A. CHAMBERLIN. Boston: D. C. Heath & Co., 1902.

This edition makes a handy school-book, well printed in that the ten stanzas of the poem proper are set with larger type. The notes and vocabulary seem very good. Of course, after having been edited so repeatedly, we can ask for nothing new.

*Unter Brüdern.* VON PAUL HEYSE. Edited, with Introduction and Notes, by EMIL KEPPLER. New York, Boston, and Chicago: Silver, Burdett & Co.

A charming comedy by the master, Paul Heyse, which will give classes good practice in colloquial and conversational German. The introduction is a slight bit of work, and with all the translations in the notes we can hardly agree. For instance, p. 3, l. 1: "precious chum" as a translation of *teures Mühmchen* leaves out the relationship altogether; p. 4, l. 16, *süssen künste* is rather "skill with sweets" or "goodies"; "sweet abilities" is certainly badly out. For the students, however, the text is the main thing, and in the hands of a good teacher will be very useful.

*Der Prozess*, by RODERICH BENEDIX, and *Einer muss heiraten*, by A. WILHELCMI. Edited by M. B. LAMBERT. New York: American Book Company.

As far as subject or style is concerned, these two comedies are very light affairs. Why cannot the Modern Language Committee find something just as good for colloquial exercise which will have body enough to interest students? Most students find such comedies too silly to really get good out of them. The exercises by the

editor might have been increased in number and made really conversational in form. This could have been done by making a good dialogue between two persons, an exercise will be found very interesting by students and very practical.

*Der Bibliothekar.* Von GUSTAV VON MOSER. Edited by W. A. COOPER. New York: American Book Co.

This is a delightful farce, full of the spirit of the German language and one that students always enjoy. It is of great value in conversational work in German, as experience has taught. Had the editor added some good, well-planned exercises, he would have increased the value of the edition tenfold.

*Das Spielmannskind und der stumme Ratsherr.* Von W. H. RIEHL. Edited, with Notes and Vocabulary, by G. M. PRIEST. New York: American Book Co.

Riehl's stories are very interesting and instructive to those more advanced students who take an interest in the past of any country, in its institutions, manners, and social life. Riehl's style is at once charming and difficult, and for that reason great care must be taken with the vocabulary. It would be an improvement in such books if the page and line were noted wherever a word has a peculiar force and needs particular care in translation to convey the author's meaning. Otherwise the edition before us seems to be carefully done.

*Minna von Barnhelm.* Von G. E. LESSING. Special Edition, with Vocabulary, by SYLVESTER PRIMER. Boston: D. C. Heath & Co., 1902.

In this special edition Professor Primer has cut down his introduction, added twelve plates of Chodowiechi's scenes from *Minna* and for school use has also added a vocabulary. The book in its present form will have the new lease of life it deserves.

L. E. HORNING.

VICTORIA COLLEGE,  
The University of Toronto.

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*The Teaching of Chemistry and Physics in the Secondary School.* By ALEXANDER SMITH AND EDWIN H. HALL. New York. Longmans, Green & Co., 1902. \$1.50.

THIS book is in two parts. The first part, on chemistry, by Professor Smith, contains 227 pages; the second, by Professor Hall, on physics, contains 144 pages.

The book will be read with great profit by teachers of chemistry and physics, and those copies that fall into the hands of superintendents and principals will be no less effective in promoting the interests of education.

It will be convenient to review the two parts separately.

Professor Smith gives reasons for the study of science, and sketches the history of chemistry teaching. He thinks that the present "average instruction" is far below what it might be and ought to be. He discusses the place for chemistry in the curriculum, the conclusion being that physics should precede chemistry and that chemistry should be placed in the last year of the high-school course. After dealing with the motive of the Committee of Ten for recommending the reverse order, the author suggests that the teacher of physics can easily give the necessary instruction in geometry, and thus the postponement of the work for a whole year may be avoided.